

seeing only the wheelchair and not the girl seated in it. I will admit to having days filled with self-pity at not being able to walk, dance, or run but they soon pass when I realize all the things I am capable of and have already accomplished. I actually like going to school because it's something I can manage independently, and I feel comfortable surrounded by my teachers and friends.

I am a bit more cautious, though, in the world outside my high school. I am trying very hard to leave the security of familiar surroundings and make an attempt to be seen at more school and community functions. It took me a long time to learn that if people do not see you at school events, the mall, or the movies (like a normal teenager), then they assume that you do not wish to be included. Many teenagers have never even been close to a wheelchair, or think that because my body is weak then my mind must be also. It is up to me to invite questions from people, to answer their curiosities, to help them feel comfortable—not only around me, but around my equipment, too. I need to let them know that I just wish to be treated like everyone else.

One of my personal challenges this past year was saying yes to a movie and dinner with my friends. It meant not being ashamed to be seen in my wheelchair, which may not sound like a big thing to an adult, but it was a scary first step for me. To help me accomplish this, God blessed me with two guardian angels, my friends Stephanie and Britney. Stephanie, my best friend for six years now, proudly pushes me through the mall, across parking lots, or up to jewelry counters. We have an understanding that when she pushes, I hold all our packages, frozen cokes, and purses. Stephanie has always treated me with dignity, great compassion, and honesty, and I thank her for that. Britney is a girl I met at Muscular Dystrophy Camp last summer, and she is fighting her own form of the disease. She is also a sophomore living in Alliance. Having someone to talk to who truly knows how you are feeling because they are going through the same experience is a one-in-a-lifetime gift from Heaven. The two of us together at the mall is a team adventure with both of us counting on the other for balance or for a steady hand when trying on a new lipstick.

God has also given me a wonderful family, who has taught me how lucky I am. I can tell my mom anything, and I do. She always listens when I need to vent my frustrations. She makes the jerking muscles relax the fevers subside, the exhaustion feel comfortable. She makes me laugh. My dad brings breakfast upstairs to me every day before school so I don't waste any energy going downstairs into the kitchen. He has remodeled, rewired, and redesigned our entire house to accommodate me and carries my wheelchair up and down the steps hundreds of times per week. He makes me safe. My brother has done off to college this past year, and surprisingly, I miss him! He used to look out for me when we were in high school together, and he still calls to see if I need anything. He makes me normal. My dog, Oats, is always glad to see me and cares about me in a dog sort of way. Somehow she can predict when I'm going to fall and has actually sacrificed herself as a sort of cushion between me and the floor. She follows me from room to room, stares up at me adoringly and loves to eat potato chips while I tell her about my day.

So I'm learning with daily "help me get through this" prayers, to look at the world with the following in mind: If I need to create solutions to my unique challenges during my teenage years, then I also need to actually "get out there" to experience them.

Considering all the things I hope to accomplish within the next few years, I'm going to need all the "out there" experience I can muster! You see, I plan on driving within the next year, which will mean special testing, special adaptive devices, and, hopefully, a ramped van. My biggest dream is to have my own motorized wheelchair within the next year and enjoy the freedom to wheel around unassisted. The grandest of all will be attending college upon graduation from high school.

With the continued support from everyone around me and God's graceful hands holding me up, I will write to you again a few years from now with news of my adventures on a campus somewhere, running for class president.

TO HONOR THE TORREZ FAMILY AS RECIPIENTS OF THE 2001 ARIZONA HISPANIC CHAMBER OF COMMERCE ENTREPRENEURS OF THE YEAR AWARD.

HON. ED PASTOR

OF ARIZONA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 22, 2001

Mr. PASTOR. Mr. Speaker, today I rise before you to pay tribute to not one person, but an entire family in my district which has established itself as a beacon of accomplishment. The family I speak of is the Torrez Family, owners of the great Azteca Plaza in Phoenix.

The Torrezes have been a benevolent part of our community for over 56 years. Adolfo Torrez and the late Kay Anne Torrez set a standard not only with their commitment to their business and customers, but also with the values and ethics that they installed in their children Raoul, Royna, and Gregory.

Azteca Café was first started by Adolfo and Kay Torrez in 1946. Soon they added a small bar which they named Azteca Bar. These two businesses flourished at the corner of Third and Washington streets. Over the next few years, the Torrez family would expand their property and their businesses to include a flower shop, furniture store, bridal store, formal clothing retailer, and even a dry cleaning company.

The three Torrez children would work side by side with their parents learning from their versatility and passion for hard work. Today Gregory, Raoul, and Royna, continue in their parents footsteps, managing Azteca Plaza and are proving to their community that they are as ethical and driven as their parents, and as compassionate and caring for their community.

The Torrez family recently received the 2001 Arizona Hispanic Chamber of Commerce Entrepreneurs of the Year Award for their work not only as business people, but for their contributions to society.

Mr. Speaker and all my colleagues, please join me today in paying respect to this incredible family, my friends, the Torrezes of Phoenix.

UNIVERSAL DECLARATION OF PUPIL RIGHTS

HON. MAURICE D. HINCHEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 22, 2001

Mr. HINCHEY. Mr. Speaker, a group of students from Kingston, New York have spent a good part of the past couple of years working with a students from St. Petersburg, Russia to draft a document that catalogs a set of universal rights of students. The program from which they are working is administered by the Center for Civic Education, which promotes worldwide community participation.

The students in my district have been communicating with the students in St. Petersburg mostly by Internet, but have had personal exchanges as well, both in Russia and in New York. In comparing their educational stories, the students found that they shared similar experiences and held common opinions about problems that young people were faced with at either ends of the world. They decided it was time to document certain rights that they believed to be applicable to students around the world. The end result is the Universal Declaration of Pupil Rights.

The students will soon be meeting with representatives of the United Nations to present their document. In recognition of the efforts that were put into creating this important document and because I firmly believe that all young people should be afforded certain rights that guarantee an appropriate education, I would like to take this opportunity, Mr. Speaker, to submit the Universal Declaration of Pupil Rights in the Record so that it may receive an appropriate level of attention.

UNIVERSAL DECLARATION OF PUPIL RIGHTS PREAMBLE

Recognizing the fact that educational institutions are necessary to prepare pupils to become positive, confident, and efficient members of society,

Taking in due account the importance for the child to receive education in a manner conducive to the child's harmonious development,

Bearing in mind that pupils are to be taught in the spirit of the ideals proclaimed by the United Nations and in particular in the spirit of peace, dignity, tolerance, freedom, equality, and solidarity,

Considering the fact that the opportunity to receive better education will help countries better uphold their obligations under the Charter of the United Nations, thus promoting universal respect for human rights and freedoms,

Recognizing past indifference to and disrespect for pupil rights have resulted in inhumane treatment and aggression towards pupils from persons and nations,

Due to the fact that the school is considered to be a special territory where the child's rights are not applicable, resulting in the regular violation of the rights already established in other United Nations documents,

Understanding that the enumeration in the Declaration shall not be construed to deny or disparage other rights retained by the people,

The UN General Assembly proclaims this Declaration of the pupil's rights as a standard of achievement for all peoples and all nations in order to secure the pupil's rights and freedoms at school and in its territory.

Article 1

For the purposes of the present Declaration, a pupil shall mean every individual, without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, who is attending a sanctioned institution of learning. Hereinafter referred to as the school, for the purpose of acquiring knowledge.

Article 2

1. Everyone is entitled to all the rights and freedoms set forth in this Declaration without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status.

2. Every pupil shall have the freedom to exercise his rights provided he does not offend public moral, religious, and other feelings, violate the rights of other people, damage their health, or hamper the learning process.

Article 3

1. Every pupil shall have the right to freedom of thought, opinion, and speech.

2. Every pupil shall have the right to freedom of belief and religion. No pupil can be forced to participate in religious or other ceremonies. Every pupil shall have the right to exercise his religious ceremonies when that does not hamper his studies.

3. Every pupil shall have the right of freedom of self expression, including:

- (a) The right to decide his appearance;
- (b) The right to freedom of creativity.

4. Every pupil shall have the right to freedom from exploitation. Nobody can use either physical or intellectual labour of a pupil without his consent.

Article 4

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.

2. Every pupil shall have the right to receive high-quality and complete education, including:

- (a) The right to be taught by certified teachers;
- (i) Standards for certification shall be set by the State;
- (b) Free access to informational resources, including textbooks granted by the state;
- (i) Textbooks must contain accurate and reasonably up-to-date information;
- (c) Equal access to the technological resources available in the school that are designated for student use;
- (d) The right to study the mother tongue;
- (e) Assistance to foreign pupils with learning the new language and help with coursework in this language;
- (f) Knowledge of the State's minimum compulsory educational requirements;

3. Every pupil shall have the right to attend the school on all school days and to attend all lessons, unless disciplinary action has to be taken requiring the removal of the pupil from the school day.

Article 5

Every pupil shall have the right to receive education in the conditions that are required for healthy, adequate, and high-quality education. Therefore, the following is to be provided:

1. A healthy atmosphere in the school, which shall include:

- (a) High quality and timely medical aid, which is to be:
 - (i) Available to every pupil free of charge;
 - (ii) Available during all school hours;
 - (iii) Provided by a professional, licensed practitioner;
- (b) Cleanliness of the educational premises and its territory;

(c) Sufficient natural and artificial lighting;

(d) Maintenance of a low noise level;

(e) Maintenance of a comfortable air temperature;

(f) Healthy and high-quality catering and adequate time intervals for eating;

(i) It should be available at reduced cost for pupils with financial difficulties;

2. A structurally sound building, including:

(a) The absence of harmful substances that are integrated within the building in levels that is detrimental to the pupil's health;

(b) Working System to dispose of waste;

(i) Lavatory facilities are to be designed for private or individual use and with the health of the user in mind

(c) An adequate ventilation system;

If the school cannot observe any of these terms within reason, the school administration is to bring forward for discussion the matter of suspending studies until the problem is resolved

3. A safe environment:

(a) States Parties shall take all appropriate measures, including legislative, administrative, racial and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances in the learning environment.

(b) States Parties shall take all appropriate measure, including legislative, administrative, social and educational measures, to protect children from the illicit use of weapons.

(c) States Parties undertake to protect the children from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral, and multilateral measures to prevent:

- (i) The inducement or coercion of a pupil to engage in any unlawful sexual activities;
- (ii) The exploitative use of children in prostitution or other unlawful sexual practices
- (iii) The exploitative use of children in pornographic performances and materials

(d) School officials must ensure that no unauthorized solicitation occurs on school grounds.

(e) School officials must take all possible measures to prevent physical harassment or abuse.

(f) School officials must take all possible measures to prevent verbal harassment or abuse.

Article 6

1. Every pupil shall have the right to safety and protection of his property in the territory of the school.

2. Every pupil shall have the right to be present at the examination, search and/or confiscation of his personal property;

(a) The procedure for these actions shall be established by the school and conducted only by authorized persons;

(b) There is to be an accurate list of items, which can be confiscated, including weapons, alcohol, drugs, and other items dangerous to the well being of others. Pupils and their guardians shall be made aware of the specifications of this list.

3. Under any other circumstances it is to be forbidden to examine, search, and/or confiscate the pupil's property in the territory of the school.

Article 7

1. Every pupil shall have the right to be treated with respect for his personality without:

(a) Public or private degradation which might have physical, mental, or other impacts on the pupil;

(b) The discussion of the pupil's personality of his behavior.

2. Every pupil shall have the right to the confidentiality of his private life, including:

(a) The right to the confidentiality of his correspondence;

(b) The right not to give public explanations;

(c) The right to maintain friendly relations with any other pupil;

(i) School faculty may not prohibit pupil's social interactions provided the learning process is not interrupted;

(d) The right to have the assessment and content of his work remain private unless the pupil gives consent.

Article 8

Every pupil shall have the right to rest and leisure, including:

1. The right to reasonable limitation of the number of lessons per day;

(a) Duration of intervals between lessons is not to be reduced by teachers;

2. The right to periodic holidays.

Article 9

Pupils shall have the right to set up and distribute mass media. Mass media shall be independent and shall have the right from freedom of speech and press.

Article 10

1. Every pupil shall have the right to participate in the school government, as well as the right to participate in the development of the school rules and a student bill of rights specific to their school.

2. The pupils shall have the right to establish a school council, and every pupil shall have the right to participate in its activity. The school council shall be formed through the election of representatives from every form.

3. Every pupil and his parents or guardian shall have the right to be informed about all rules which regulate school life, including:

(a) Criteria under which school marks are given;

(b) Attendance policies;

(c) Requirements to the content and execution of subject matter.

4. Pupils shall have the right to the freedom of peaceful meetings and associations. Nobody can be forced to join an organization.

Article 11

1. All pupils shall have the right to learn about world history from an unbiased perspective.

2. Pupil's curriculum is not to include propaganda.

Article 12

All pupils shall have the right to personal, professional, and academic counseling.

(a) Information imparted during counseling session is to remain confidential between pupil and counselor, unless the safety of the pupil or another person is in question;

(b) Counselors shall meet standards of certification set by State.

Article 13

Pregnant pupils, pupils who are parents, or pupils responsible for younger children have the right to continue their education.

(a) State and school shall provide assistance with childcare.

Article 14

1. All pupils shall have the right to select courses of study outside of the mandatory curriculum if such courses and/or activities exist.

2. Supplementary courses recommended by the teacher shall not become mandatory, shall not affect final grades, and shall be free.

(a) All compulsory material shall be taught during compulsory classes.

Article 15

1. Every pupil shall have the right to be treated without discrimination by the teachers, school administration, pupils and their

parents, and school employees, irrespective of the pupil's or his family member's race, sex, age, religion, political or other opinion, property status, state of health, or other circumstances.

2. Every pupil with physical and/or mental disabilities shall have the right to attend the same school as pupils who do not share their disabilities. The school must provide for their needs accordingly.

3. Every pupil shall have the right to equal, unprejudiced, and fair treatment when marks are given, and benefits and duties distributed.

Article 16

All pupils shall have the right to a just disciplinary procedure.

1. All pupils shall have the right to due process;

2. Every student has the right to an appeals process.

Article 17

Every pupil shall have the right to be informed of his rights, including but not limited to those stated in such documents as the Universal Declaration of Human Rights, the European Convention on the Rights of the Child, the Convention on the Rights of the Child, the constitution of his own country, and this Declaration of the Pupil's Rights.

Article 18

Nothing in the present Declaration shall affect any provisions which are more conducive to the realization of the rights of the pupil and which may be contained in:

1. The law of a State party;
2. International law in force for that State.

THE U.S. INTERNATIONAL POLICY ON SUSTAINABLE USE

HON. RICHARD W. POMBO

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 22, 2001

Mr. POMBO. Mr. Speaker, through professional and scientific management, this nation currently enjoys stable and healthy wildlife and marine resource populations. Sadly, there were excessive harvests of wildlife in the 17th and 18th centuries, but that circumstance is history never to be repeated. Today, through appropriate laws and reasoned regulations, the future of these resources is assured for generations to come.

Given this background of successful management and wise use of these renewable resources, I am dismayed when government representatives of this nation participate in international conventions, treaties and bilateral and multi-lateral conservation agreements concerning the sustainable use of wildlife and marine resources, a different agenda seems to be in place; specifically, that agenda rejects science and favors anti consumptive use of those renewable resources.

For example, policy positions taken by the United States Delegations at the Conference of the Parties to the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) and the Annual Meetings of the International Whaling Commission (IWC) of the International Convention for the Regulation of Whaling (ICRW) reflect a political agenda rather than a science-based policy. Through the past leadership of the United States at CITES and IWC, several nations have followed this flawed and imprudent policy to the detriment of various wildlife and marine species.

Mr. Speaker, I was pleased to note President Bush's recent remarks to the Environmental Youth Award winners regarding this Administrations foundation for environmental policy. He affirmed that it will be "based on sound science, not some environmental fad of what may sound good—that we're going to rely on the best evidence before we decide [on policy]." Currently, the United States is developing its position for the upcoming 53rd Annual Meeting of the IWC.

Due to the significance of the event, I recently sent a letter to the Secretary of Interior, the Secretary of State and the Secretary of Commerce concerning the background of United States policy at the IWC meetings. Mr. Speaker, at this time I hereby submit to the RECORD for my colleagues consideration the letters (referenced above) to the Bush administration.

I believe the time has come for the United States to truly reflect an international commitment to the sustainable use of renewable wildlife and marine resources based on science. As I stated in my letters, this conservation policy should be followed whether the subject species are elephants, turtles, whales, or trees. Such leadership by the United States is the responsible and ethical policy that must be pursued for the benefit of renewable wildlife, marine resources and humankind itself.

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, DC, May 3, 2001.

Hon. GALE NORTON,
Secretary, U.S. Department of Interior, Washington, DC.

DEAR SECRETARY NORTON: I am writing to express my strong support for the need for science to be the fundamental guide in United States participation in international conservation commitments as legally recognized under the Uruguay Round Agreements of the General Agreements on Tariffs and Trade (GATT).

Unfortunately, the United States policy under the former-Clinton administration acted contrary to this legal concept under the tenets of the International Convention for the Regulation of Whaling (ICRW). Specifically, it did so by continued opposition and obstructionist positions on the resumption of limited and managed whaling by island and coastal nations.

Although it is true that there was over exploitation of certain whale stocks in the 18th and 19th centuries for commercial oil products, this is not the case today. In fact, no whale stocks were ever threatened by whale harvests for human food consumption. The Scientific Committee of the governing body of the ICRW and the International Whaling Commission (IWC) has found that limited harvests would have no adverse impact on population stocks.

However, in the past, the United States and other nations have consistently opposed the resumptions of limited whaling on what amounts to purely a political agenda. For instance, the United States supported the adoption of the Southern Ocean Sanctuary for whales without any scientific basis for such a position. Further, the United States is supporting the adoption of a Pacific Ocean Sanctuary where there is no scientific basis for the establishment of such a sanctuary. Even after the Bush administration took office, the Department of State has opposed legal trade in whale products between Norway and Japan. I would sincerely urge the Bush administration to carefully review the United States policy in terms of science and law.

I must say, I was extremely pleased to note President Bush's recent remarks to the Envi-

ronmental Youth Award winners about environmental policy. As you know, the President stated that decisions regarding environmental matters in his Administration would be, and I quote, "based upon sound science, not some environmental fad or what may sound good—that we're going to rely on the best evidence before we decide [on policy]."

After representing the Congress at two Conferences of the Parties (COP) to Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), as well as having chaired several hearings in the Congress about the sustainable use or renewable resources on the international level, I know the United States is certainly a nation that supports the consumptive use of renewable wildlife and marine resources under scientific management.

As such, I respectfully request that any future policy regarding various species—whether the subject species are elephants, whales, turtles, or trees—be based on sound science and the legal ramifications of the Uruguay Round Agreements of GATT.

I appreciate your attention to this request, and I look forward to your response. Please do not hesitate to contact me should you have questions or comments.

Sincerely,

RICHARD W. POMBO,
Member of Congress.

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, DC, May 3, 2001.

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Secretary, U.S. Department of State, Washington, DC.

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